

Modern World History

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“TEACHERS HAVE THE RIGHT TO TEACH, AND STUDENTS HAVE THE RIGHT TO LEARN”

World History is a two credit, two-semester course open to 10th grade students. Successful completion of this course satisfies the World History graduation requirement. This course covers the ideas and institutions that have shaped our modern world. This course will be taught with an emphasis on reading and discussion of a basic text, audio-visual presentations, research projects, student activities and discussion of current events. The general format of the course will include traditional lecture, whole and small group discussion, cooperative group work, historical fiction, and audio-visual items. This course will focus on the study of the histories of the world’s civilizations from 1500 to Present. Through their studies, students will develop an appreciation for the civilizations of the world and the social, political, and economic institutions and the technological developments that, over time, became embedded in each culture. In addition, students will be able to see the impact that each civilization had upon one another as contacts were made and relationships were established. Furthermore, an analysis of the geographic impact on history will be included. Students will learn strategies that will enhance their abilities to analyze various sources of historical information. Students will demonstrate their historical understanding through written and oral assessments. Social Studies Learning Center, study hall, and tutoring services are available to students who need additional assistance to meet course requirements.

World History Themes

- Theme 1: Interaction Between Humans and the Environment
- Theme 2: Development and Interaction of Cultures
- Theme 3: State-Building, Expansion, and Conflict
- Theme 4: Creation, Expansion, and Interaction of Economic Systems
- Theme 5: Development and Transformation of Social Structures

World History Periods

- | | |
|--|------------------------|
| Global Interactions | c. 1450 to c. 1750 |
| Industrialization and Global Integration | c. 1750 to c. 1900 |
| Accelerating Global Change and Realignment | c. 1900 to the Present |

World History Historical Thinking Skills

- <http://www.nchs.ucla.edu/Standards/>
- Chronological Thinking
- Historical Comprehension
- Historical Analysis and Interpretation
- Historical Research Capabilities
- Historical Issues-Analysis and Decision-Making

Textbook

Ramirez, Susan Elizabeth...[et al.] World History Human Legacy Modern Era. Holt, Rinehart, Winston, 2008.
ISBN # 0395938295

Electronic Textbook

<http://my.hrw.com/> User Name:dshsmodern2 Password: rams2010

A variety of other primary and secondary sources will be used during the course. Check the Canvas website for electronic versions of those sources or links to relevant websites. <https://dubuque.instructure.com/>

EXPECTATIONS

HONOR CODE

As a member of the Dubuque Senior school community:

I will let my conscience be my guide in my everyday actions and endeavors at Dubuque Senior High School.

I will neither give nor receive unauthorized aid, as defined by my teacher both explicitly and implicitly, from any source on exams, homework, quizzes, papers, or any other academic endeavor.

I will not steal or violate others' property, either academic or material.

I will not violate the person of others or the person of the school.

I will pledge my honesty to the school community, and I expect others to be responsible and to do the same.

On all my work, my name affirms my honor.

Attendance

YOU CAN ONLY SUCCEED IF YOU ARE IN CLASS. If you attend class regularly you will benefit from class discussions, collaborative work, immediate feedback on progress, instructor assistance on guided work and the development of important learning skills and work habits.

Punctuality

YOU ARE EXPECTED TO BE IN THE CLASSROOM WHEN THE PASSING BELL RINGS. If you are prompt to class you will know the instructional learning goals for the day and thus, will know the instructional purpose. Likewise, you will receive immediate feedback on completed independent homework. More importantly you will develop responsibility, an important learning skill and work habit. **CONSEQUENTLY, IF YOU FAIL TO ATTEND CLASS ON TIME YOU WILL BE EXPECTED TO SERVE A 15 MINUTE DETENTION FOR EACH AND EVERY INFRACTION.**

Independent Homework

YOU ARE EXPECTED TO COMPLETE ALL ASSIGNED HOMEWORK ACCORDING TO ASSIGNED DUE DATES AND DEADLINES. Since completed homework provides evidence of academic development, students will be assigned a minus for incomplete work. If you are absent, arrangements for completion of homework will be arranged and all work will be completed according to established deadlines. Homework will be checked daily.

Makeup Work

All makeup work is expected to be completed by arranged deadlines. If absences are going to be extended it will be necessary for students to inquire about missed assignments by contacting me @ 552-5640 or mwulfekuhle@dbqschools.org

Extra Evidence

All students, at times, will be asked to provide more evidence of academic competency. These opportunities are not optional and the tasks will be completed by all students. These opportunities will only boost your grade but more importantly will provide evidence of student understanding. These opportunities are offered at different points in each quarter. They will be writing tasks and usually will be discussion forums or R.A.F.T.s

Semester/Final Exams

ALL Students are EXPECTED to attend scheduled semester and final exams. NO exemptions will be permitted. Semester and Final exams are designed to provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction. It is necessary students take the exams so sufficient evidence can be collected and assessment of student historical proficiency can be determined.

Behavior

YOU ARE EXPECTED TO BEHAVE IN A MATURE MANNER AND RESPECT OTHERS. NO FOOD OR DRINK WILL BE ALLOWED IN THE CLASSROOM (GENERAL SCHOOL RULES, IN STUDENT AGENDA). By demonstrating mature behaviors, you will develop responsible work habits ensuring your likely success in this course. In addition, students are expected to stay focused and use class time to appropriately complete assigned tasks. Likewise, students will be expected to follow instructions with minimal supervision.

Participation

YOU ARE EXPECTED TO BE AN ACTIVE PARTICIPANT IN ALL CLASS ACTIVITIES AND MUST DEMONSTRATE THAT YOU ARE PREPARED TO LEARN ON A DAILY BASIS. Contributing to class discussions will provide you with immediate feedback and will guide you in your full understanding of historical content. Likewise, your class participation will allow you to assess your preconceptions about the past and you will reinforce your current thinking or correct errors in your previous thinking about the past. In addition, participation in class discussions will enhance your collaborative and initiative skills and work habits. Students are expected to complete an equitable share of work in a group and always respond positively to others.

Organization

You are expected to keep a daily record of your class assignments and you must record information completely and accurately on the independent practice record. You are expected to bring your textbook (covered) to class each day. You are expected to bring writing utensils (pens & pencils) to class each day. Finally, you are expected to maintain a class binder (2" or 2½") that should be brought to class every day. The student binder should be organized and include course handouts, notes and assigned materials.

Technology

Student learning can be enhanced by the use of computers. Using these tools can improve student reading and writing skills. Also, students can be provided immediate feedback about their work using technology. **Because our classroom is equipped with laptops for each student, you will have NO need for a personal electronic device.** You are asked to keep your personal electronic devices in your backpack and not use them in this classroom.

ASSESSMENT

What is the purpose of Assessment in this class?

To collect evidence of...

- Knowledge development and proficiency
- Historical skill development and proficiency
- Learning Skills and Work Habits development and proficiency

To report feedback about...

- Knowledge development and proficiency
- Historical skill development and proficiency
- Learning Skills and Work Habits development and proficiency

How will you be assessed in this class?

- Selected Response Quizzes and Tests (Multiple Choice)
- Socratic Seminars
- Free Response Essays (Change Over Time, Comparison & Contrast, Periodization, Causation & Document Based Questions)***
- Reading Informational Text Quizzes
- R.A.F.T.s (Point of View Writing)

- Discussion Forums
- Independent Homework
- (End of Quarter 5pt. Scale)
- Learning Skills & Work Habits (End of Quarter, 5 pt. Scale)
- Leveler points will be rewarded to students who successfully complete 90% or better on their unit homework.

What is assessed in this class?

- Understanding of historical facts, dates, names, places, events and ideas
- Historical Thinking Skills
- Learning Skills and Work Habits
 - Responsibility
 - ✓ Fulfill responsibilities and commitments within the learning environment.
 - ✓ Complete your class work, homework, and assignments according to agreed-upon timelines.
 - ✓ Take responsibility for and managing your own behavior.
 - Organization
 - ✓ Devise and follow a plan and process for completing your assigned work and tasks.
 - ✓ Establish priorities and manage your time to complete tasks and achieve goals.
 - ✓ Identify, gather, evaluate, and use information, technology, and resources to complete tasks.
 - Independent Work
 - ✓ Independently monitor, assess, and revise plans to complete tasks and meet goals.
 - ✓ Use class time appropriately to complete tasks.

- ✓ Follow instructions with minimal supervision.

Collaboration

- ✓ Accepts various roles and an equitable share of work in a group.
- ✓ Respond positively to the ideas, opinions, values, and traditions of others.
- ✓ Build healthy peer-to-peer relationships through personal and media-assisted interactions.
- ✓ Work with others to resolve conflicts and build consensus to achieve group goals
- ✓ Share information, resources, and expertise and promote critical thinking to solve problems and make decisions.

Initiative

- ✓ Look for and act on new ideas and opportunities for learning.
- ✓ Demonstrate the capacity for innovation and a willingness to take risks.
- ✓ Demonstrate curiosity and interest in learning.
- ✓ Approach new tasks with a positive attitude.
- ✓ Recognize and advocate appropriately for the rights of self and others.

Self-Regulation

- ✓ Set own individual goals and monitor progress towards achieving them.
- ✓ Seek clarification or assistance when needed.
- ✓ Assess and reflect critically on own strengths, needs, and interests.
- ✓ Identify learning opportunities, choices, and strategies to meet personal needs and achieve goals.
- ✓ Persevere and make an effort when responding to challenges.

Grading Scale

A	100%93%	C	76%73%	A	100% 90% = 5
A-	92%90%	C-	72%70%	B	89% 80% = 4
B+	89%87%	D+	69%67%	C	79% 70% = 3
B	86%83%	D	66%63%	D	69% 60% = 2
B-	82%80%	D-	62%60%	F	59% 0%= 1
C+	79%77%	F	59%0%		



What is Canvas?

- Canvas is a software package for producing an internet-based course and web site.
- Place where students can interact with teachers, fellow students and historical content.

How do I, as a student, login in to Canvas?

- Link to the following internet address: <https://dubuque.instructure.com/login/canvas>
- **User Name:** Power School User Name **Password:** Student ID

Can Parents access the Canvas course page?

- Parents can access the course page @ <https://dubuque.instructure.com/login/canvas>

Why Canvas?

- Opportunity for more students to share their thoughts
- Reduce dependency on printed materials (paper)
- Infuses technology into the curriculum
- Social Networking skills are developed
- Promotes more in depth study of course content
- Teacher to Student and Student to Student communication is enhanced
- Complements Face to Face instruction time

What are the benefits of Canvas?

- Class time can be used to troubleshoot student misunderstandings
- ALL students can interact and develop a deeper understanding of the content
- Students can probe the thinking of their peers
- Students can think freely without the pressures that come with classroom participation
- Assessments provide students with rapid feedback
- Security, safe from the dangers often associated with other social networking programs
- Organized, efficient
- GREEN, environmentally friendly with paper and pencils

What is the downside of Canvas?

- Time Management
- Internet Savvy is a must, computer literate
- Computer Access

What skills are needed to navigate Canvas?

- Point and click mouse

How is the course page organized?

- Your Course will be organized into modules, pages, quizzes/tests, syllabus, files, discussions, grades and other important links

*****Mobile Application Access**

- **Canvas by Instructure**

Chapter 1: Renaissance and Reformation

DCSD Standard Met: The student will evaluate the impact of culture and cultural diversity.

Iowa Core Standard Met: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

National World History Content Standard Met: How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.

Desired Learning—Enduring Understanding

Students will understand...

- The modern world attitudes and values that became more visibly evident during the Renaissance and Reformation
- By analyzing primary and secondary sources, that historians paint a different picture of history based upon their point of view (Sourcing)
- That it is necessary to close read primary and secondary sources to understand an author's claim and how they support their claims with evidence (Close Read)

Essential Question: Were the attitudes and values of the modern era evident during the Renaissance and Reformation?

Evidence of Understanding

- Informal observations of individual and collaborative work
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Reading Informational Text Quizzes to Check student understanding of Reading Like a Historian Strategies (Sourcing and Close Reading)
- Revisit Anticipation Guide to check for understanding before each lesson quiz
- Content Knowledge quizzes over the Italian & Northern Renaissance, Reformation and Counter Reformation
- Document Based Summative Exam using Reading Like a Historian Strategies
- Content Knowledge Summative Exam
- Journal to reflect What was learned and What Questions Remain

√ Activities & Instruction

- Address Course Logistics: Seating Charts, Syllabus & Class Expectations
- Introduce Why Study History: Set this tone by watching video clips from the Croods, Andy Griffith and Chimamanda Adichie & What Learning Looks Like by Train Ugly
- Assess student knowledge and skill with a pair of Pretests: Reading Comprehension, Exit Exam
- Set the Tone and recognize student pre-conceptions by asking students to complete a pre-reading Anticipation Guide, Revisit to Check for Understanding
- Present Medieval Documents for student analysis, What was Medieval?
- Present Power Point defining the Values and Attitudes of the Modern Era
- Italian Renaissance: KWL-QFT & Notes, WTK, Jigsaw/Go-Go-Mo Discussion, (KOI) Agony & Ecstasy, Test Your Awareness and Patch Adams, DBQ: Cognitive Apprenticeship, DBQ Check, Signal Check, Content Quiz
- Northern Renaissance: KWL-QFT & Notes, WTK, Jigsaw/Go-Go-Mo Discussion, DBQ: Cognitive Apprenticeship, DBQ Check, Signal Check, Content Quiz
- Reformation: KWL-QFT & Notes, WTK, Jigsaw/Go-Go-Mo Discussion, (KOI) Luther, DBQ: Cognitive Apprenticeship/Consensogram, DBQ Check, Signal Check, Content Quiz
- Counter Reformation: KWL-QFT & Notes, WTK, Jigsaw/Go-Go-Mo Discussion, DBQ: Cognitive Apprenticeship/Consensogram, DBQ Check, Signal Check, Content Quiz
- Chapter 2 DBQ RLH (Sourcing, Close Reading, Contextualization)
- Chapter 1 Objective Exam
- Journal Reflection—What was learned and What Questions Remain?

Chapter 2: Exploration and Expansion (1400-1700)

DCSD Standard Met: The student will evaluate the impact of globalization and interdependence.

Iowa Core Standard Met: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Iowa Core Standard Met: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

National World History Content Standard Met: How the transoceanic interlinking of all major regions of the world from 1450-1600 led to global transformations.

Desired Learning—Enduring Understanding

Students will understand...

- The motives for exploration and expansion and how it impacts people around the world
- By analyzing primary and secondary sources, that historians paint a different picture of history based upon their point of view (Sourcing)
- That it is necessary to close read primary and secondary sources to understand an author's claim and how they support their claims with evidence (Close Read)
- That it is important to understand the context of history and see through the lens of others (Contextualization)
- Historical clarity comes from deeper dialogue following accepted discussion norms

Essential Question: *Why do we explore and what impact does exploration and expansion have upon people of the world?*

Evidence of Understanding

- Informal observations of individual and collaborative work
- Peer Scoring group discussions using established discussion norms
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Reading Informational Text Quizzes to Check student understanding of Reading Like a Historian Strategies (Sourcing, Close Reading and Contextualization)
- Revisit Anticipation Guide to check for understanding before each lesson quiz
- Content Knowledge quizzes
- Document Based Summative Exam using Reading Like a Historian Strategies
- Summative Socratic Seminar, Did Christopher Columbus's Voyages Have a Positive Effect on World History?
- Content Knowledge Summative Exam

√ Activities & Instruction

- Set the Tone and recognize student pre-conceptions by asking students to complete a pre-reading Anticipation Guide, Revisit to Check for Understanding
- Present a clip from Gringo Trails (Haad Rin Beach Koh Phangan Island Thailand) to cause students to reflect upon motives and impact of exploration and expansion
- Present Power Point identifying the Exploration and Expansion Motives: 3 G's
- Voyages of Discovery: Close Read Outline (Think Aloud), WTK, Roundtable and Save the Last Word for Me & Whole Group Discussion, (KOI) Conquest of Paradise, DBQ Scaffolding & Consensogram, DBQ Check, Signal Check, Content Quiz
- Conquest and Colonies: Close Read Outline, WTK, Roundtable and Save the Last Word for Me Discussion, DBQ Scaffolding & SPAR, DBQ Check, Signal Check, Content Quiz
- New Patterns of Trade: Close Read Outline, WTK, Roundtable and Save the Last Word for Me Discussion, DBQ Scaffolding & SPAR, DBQ Check, Signal Check, Content Quiz
- Atlantic Slave Trade: Close Read Outline, WTK, Roundtable and Save the Last Word for Me Discussion, (KOI) Amistad, DBQ Scaffolding & Philosophical Chairs, DBQ Check, Signal Check, Content Quiz
- Chapter 2 DBQ RLH (Sourcing, Close Reading, Contextualization)
- Socratic Seminar: Did Christopher Columbus's Voyages Have a Positive Effect on World History
- Journal Reflection—What was learned and What Questions Remain?
- Chapter 2 Objective Exam

Chapter 3: New Asian Empires (1200-1800)

DCSD Standard Met: The student will explain how people create and change structures of power, authority, and government.

Iowa Core Standard Met: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

National World History Content Standard Met: How large territorial empires dominated much of Eurasia between the 16th and 18th centuries.

Desired Learning—Enduring Understanding

Students will understand...

- The factors that contribute to the rise of great empires
- By analyzing primary and secondary sources, that historians paint a different picture of history based upon their point of view (Sourcing)
- That it is necessary to close read primary and secondary sources to understand an author's claim and how they support their claims with evidence (Close Read)
- That it is important to understand the context of history and see through the lens of others (Contextualization) and to corroborate evidence to support or refute a claim

Essential Question: What does it take to build a modern empire?

Evidence of Understanding

- Informal observations of individual and collaborative work
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Reading Informational Text Quizzes to Check student understanding of Reading Like a Historian Strategies (Sourcing, Close Reading, Contextualization, Corroboration)
- Revisit Anticipation Guide to check for understanding before each lesson quiz
- Content Knowledge quizzes
- Document Based Summative Exam using Reading Like a Historian Strategies
- Content Knowledge Summative Exam

√ **Activities & Instruction**

- Set the Tone and recognize student pre-conceptions by asking students to complete a pre-reading Anticipation Guide, Revisit to Check for Understanding
- Recipe for Success: Why was the Ottoman Empire successful?
- Ottomans and Safavids: QAR & WTK, Think-Pair-Share-Square, Phase Buddies Discussion, (KOI) Islam Empire of Faith Ottomans, DBQ Scaffolding, DBQ Check, Signal Check, Content Quiz
- Mughals: QAR & WTK, Think-Pair-Share-Square, Phase Buddies Discussion, DBQ Scaffolding, DBQ Check, Signal Check, Content Quiz
- Ming and Qing: QAR & WTK, Think-Pair-Share-Square, Phase Buddies Discussion, DBQ Scaffolding, DBQ Check, Signal Check, Content Quiz
- Japan and Korea: QAR & WTK, Think-Pair-Share-Square, Phase Buddies Discussion, (KOI) Memoirs of a Secret Empire: The Will of a Shogun DBQ Scaffolding, DBQ Check, Signal Check, Content Quiz
- Chapter 3 DBQ RLH (Sourcing, Close Reading, Contextualization, Corroboration)
- Chapter 3 Objective Exam
- Journal Reflection—What was learned and What Questions Remain?

Chapter 4: Monarchs of Europe (1500-1820)

DCSD Standard Met: The student will explain how people create and change structures of power, authority, and government

Iowa Core Standard Met: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

National World History Content Standard Met: The student understands the rising military and bureaucratic power of European states between the 16th and 18th centuries.

Desired Learning—Enduring Understanding

Students will understand...

- The conditions that lead to the development of Modern nation-states
- The traits that came to dominate Nation-states in the modern era
- The effects of living in a Modern Nation-state
- That one's perspective may be impacted by the position they hold in the society of a Modern Nation-state

Essential Question: Were Western European Modern Nation-states under monarchical rule a better place to live from 1500-1820?

Evidence of Understanding

- Informal observations of individual and collaborative work
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Content Knowledge quizzes
- Document Based Summative Exam using Reading Like a Historian Strategies
- R.A.F.T.—Writing from the perspective one holds in a modern nation-state
- Content Knowledge Summative Exam

√ Activities & Instruction

- Set the Tone and recognize student pre-conceptions by asking students to complete a pre-reading Anticipation Guide, Revisit to Check for Understanding
- Increase Awareness of Modern Nation-state traits by studying Michael Oakeshott's features of a Modern Nation-state. Determine student first observations by viewing a Modern Nation-State Power Point
- The Power of Spain: KWL-QFT and Notes, WTK, Jigsaw, Go Go Mo Discussion, DBQ Scaffolding, Signal Check, Content Quiz
- Absolute Monarchy and France: KWL-QFT and Notes, WTK, Jigsaw, Go Go Mo Discussion, (KOI): The Taking of Power by Louis XIV (1966) Chapter 8 (10:12) Arrest Fouquet & Colbert's Economic Plan <http://youtu.be/tS-9Cb0kHil>, DBQ Scaffolding, Signal Check, Content Quiz, R.A.F.T. Peasant Journal
- Monarchy in England: KWL-QFT and Notes, WTK, Jigsaw, Go Go Mo Discussion, (KOI): Elizabeth, A Golden Age—Queen Elizabeth I of England, DBQ Scaffolding, Signal Check, Content Quiz
- Rulers of Russia and Central Europe: KWL-QFT and Notes, WTK, Jigsaw, Go Go Mo Discussion, (KOI): Land of Tsars, Peter the Great—Peter the Great of Russia, DBQ Scaffolding, Signal Check, Content Quiz R.A.F.T. Portrayal of Peter the Great
- Chapter 4 DBQ RLH (Sourcing, Close Reading, Contextualization, Corroboration)
- Chapter 4 R.A.F.T.: Persian Diplomat—Judge the quality of life in European states ruled by Absolute Monarchs
- Journal Reflection—What was learned and What Questions Remain?
- Chapter 4 Objective Exam

Chapter 5: Enlightenment & Revolution (1550-1800)

DCSD Standard Met: The student will analyze the relationship between science, technology, and society

Iowa Core Standard Met: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

National World History Content Standard Met: The student understands how the Scientific Revolution contributed to transformations in European society.

Desired Learning—Enduring Understanding

Students will understand...

- The thinking that developed during the Scientific Revolution and Enlightenment
- New Thinking produced a transformation in Western Society
- The importance of sourcing, close reading, contextualizing and corroborating when analyzing historical sources

Essential Question: *Has/Had Western Society been transformed by the thinking of the Scientific Revolution and Enlightenment?*

Evidence of Understanding

- Informal observations of individual and collaborative work
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Reading Informational Text checks to determine student understanding of Reading Like a Historian Strategies (Sourcing, Close Reading, Contextualization, Corroboration)
- Content Knowledge quizzes
- Content Knowledge Summative Exam
- Document Based Summative Exam using Reading Like a Historian Strategies

√ Activities & Instruction

- Set the Tone and recognize student pre-conceptions by asking students to complete a pre-reading Anticipation Guide, Revisit to Check for Understanding
- Medieval Documents (Scaffolding)
- Scientific Revolution: Close Read Outline & WTK, Save the Last Word for Me Discussion, (KOI): Galileo's Battle for the Heavens—The Galileo Controversy, DBQ (Scaffolding), Signal Check, Content Quiz
 - Enlightenment: Close Read Outline & WTK, Save the Last Word for Me Discussion, PPT Enlightenment Art & Music, DBQ (Scaffolding), Signal Check, Content Quiz
 - American Revolution: Close Read Outline & WTK, Save the Last Word for Me Discussion, The Patriot, DBQ (Scaffolding), Signal Check, Content Quiz
- Chapter 5 DBQ RLH (Sourcing, Close Reading, Contextualization, Corroboration)
- Chapter 5 Objective Exam
- Journal Reflection—What was learned and What Questions Remain?

Chapter 6: French Revolution & Napoleon (1789-1815)

DCSD Standard Met: The student will explain how people create and change structures of power, authority, and government.

Iowa Core Standard Met: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Iowa Core Standard Met: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

National World History Content Standard Met: The student understands how the French Revolution contributed to transformations in Europe and the world.

Desired Learning—Enduring Understanding—Students will understand...

- The causes and consequences of the French Revolution
- Whether or not the French Revolution and Napoleonic Era was “worth it”?
- The importance of sourcing, close reading, contextualizing and corroborating when analyzing historical sources
- Historical clarity comes from deeper dialogue following accepted discussion norms

Essential Question: Was the French Revolution and Napoleonic Era “worth it”?

Evidence of Understanding

- Informal observations of individual and collaborative work
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Content Knowledge quizzes
- Socratic Seminar: Was the French Revolution Worth the Human Costs?
- Document Based Summative Exam using Reading Like a Historian Strategies
- Content Knowledge Summative Exam

√ **Activities & Instruction**

- Set the Tone and recognize student pre-conceptions by asking students to complete a pre-reading Anticipation Guide, Revisit to Check for Understanding
- Revolution Begins: Words to Know, Reflect (Claim, Support, Explain), QAR—Think-Pair-Share, Phase Buddies Discussion, (KOI) Revolution Begins: Lecture 12: The French Revolution: The Moderate Stage, 1789-1792, 5 Notes—French Revolution Video, DBQ (Scaffolding)— Speed Dating, Signal Check, Content Quiz
- The Republic: Words to Know, Reflect (Claim, Support, Explain), QAR—Think-Pair-Share, Phase Buddies Discussion, (KOI) The Republic: The Guillotine, 5 Notes—Dr. Guillotin and his Execution Machine, DBQ (Scaffolding)— SPAR, Signal Check, Content Quiz
- Napoleon’s Europe: Words to Know, Reflect (Claim, Support, Explain), QAR—Think-Pair-Share, Phase Buddies Discussion, DBQ (Scaffolding)— SPAR, Signal Check, Content Quiz
- Napoleon’s Fall and Europe’s Reaction: Words to Know, Reflect (Claim, Support, Explain), QAR—Think-Pair-Share, Phase Buddies Discussion, (KOI) Russian Campaign by Richard Moore, 5 Notes—Napoleon, DBQ (Scaffolding)— SPAR, Signal Check, Content Quiz
- Chapter 6 DBQ RLH (Sourcing, Close Reading, Contextualization, Corroboration)
- Chapter 6 Socratic Seminar: Was the French Revolution Worth the Human Costs?
- Journal Reflection—What was learned and What Questions Remain?
- Chapter 6 Objective Exam

Chapter 7 & 8: Industrial Revolution (1700-1900) & Life in the Industrial Age (1800-1900)

DCSD Standard Met: The student will analyze the relationship between science, technology, and society

Iowa Core Standard Met: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Iowa Core Standard Met: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

National World History Content Standard Met: The causes and consequences of the agricultural and industrial revolutions, 1700-1850

Desired Learning—Enduring Understanding—Students will understand...

- The meaning of Industrialization
- The Positive and Negative Effects of Industrialization
- The importance of sourcing, close reading, contextualizing and corroborating when analyzing historical sources
- Historical clarity comes from deeper dialogue following accepted discussion norms

Essential Question: Was the Industrial Revolution a Triumph or Disaster?

Evidence of Understanding

- Informal observations of individual and collaborative work
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Content Knowledge quizzes
- Socratic Seminar: The Industrial Revolution in Britain, Triumph or Disaster? James Phillips Kay Working-Class Conditions In The 1830s, Seen In Manchester By A Social Reformer, Andrew Ure Working-Class Conditions In The 1830s, Seen By An Enthusiast For The Factory System, Friederich Engels—Industrial Manchester, 1844, Lord Macaulay writes a devastating review of Southey's *Colloquies* in which the Poet Laureate's ignorance of the real condition of the working class in England is exposed (1830)
- Document Based Summative Exam using Reading Like a Historian Strategies
- Content Knowledge Summative Exam

√ **Activities & Instruction**

- Chapter 7 & 8 Anticipation Guide—Carousel Activity: Industrialization in Great Britain
- A New Kind of Revolution: WTK, KWL—QFT & Notes, Jigsaw/Go-G0-Mo Discussion, DBQ Scaffolding, Signal Check, Content Quiz
- Factories and Workers: WTK, KWL— QFT & Notes, Jigsaw/Go-G0-Mo Discussion, Carousel: Jackdaws: Mills (KOI): Danger, Kids@ Work—Sweatshops, Harsh Conditions create public support for reform, DBQ Scaffolding, Signal Check, Content Quiz
- New Ideas in a New Society: KWL— QFT & Notes, WTK, Jigsaw/Go-G0-Mo Discussion, Signal Check, Content Quiz
- Philosophical Chairs —Agree or Disagree. The Industrial Revolution was a huge success. —The Children Who Built Victorian Britain <http://youtu.be/87eVOpbcoVo>, Primary Documents, Trollope, Ashton, Macaulay, Toynbee, Engels, Landes
- Advances in Technology: WTK, KWL— QFT & Notes, Jigsaw/Go-G0-Mo Discussion, DBQ Scaffolding, Signal Check, Content Quiz
- Science and Medical Advancements: WTK, KWL— QFT & Notes, Jigsaw/Go-G0-Mo Discussion, DBQ Scaffolding, Signal Check, Content Quiz
- Daily Life in the Late 1800s: WTK, KWL— QFT & Notes, Jigsaw/Go-G0-Mo Discussion, DBQ Scaffolding, Signal Check, Content Quiz
- Socratic Seminar: The Industrial Revolution in Britain, Triumph or Disaster? James Phillips Kay Working-Class Conditions In The 1830s, Seen In Manchester By A Social Reformer, Andrew Ure Working-Class Conditions In The 1830s, Seen By An Enthusiast For The Factory System,
- Chapter 7 & 8 DBQ RLH (Sourcing, Close Reading, Contextualization, Corroboration)
- Journal Reflection—What was learned and What Questions Remain?
- Chapter 7 & 8 Objective Exam

Chapter 9: Reforms, Revolutions & War (1800-1900)

DCSD Standard Met: The student will explain how people create and change structures of power, authority, and government.

Iowa Core Standard Met: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Iowa Core Standard Met: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

National World History Content Standard Met: The student understands the political, economic, and social transformations in the 19th century.

Desired Learning—Enduring Understanding—Students will understand...

- The principles of Classical Liberalism
- The political, economic, and social transformations in the 19th century
- The impact liberal thinking had upon the lives of individuals rather than the collective
- The importance of sourcing, close reading, contextualizing and corroborating when analyzing historical sources

Essential Question: Did Liberalism enable individuals to achieve a more meaningful and rewarding life?

Evidence of Understanding

- Informal observations of individual and collaborative work
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Content Knowledge quizzes
- Writing—Formative Claim and Counter Claim writing using One Note Technology
- Document Based Summative Exam using Reading Like a Historian Strategies
- Summative Writing—Scored Argumentative Essay
- Content Knowledge Summative Exam

Chapter 9 Focus: Assess the effectiveness of liberalism in bringing a meaningful and rewarding life to the people of western societies in the 19th century

✓ **Activities & Instruction**

- Chapter 9 Anticipation Guide—Ten Principles of Classical Liberalism
 - <http://www.youtube.com/watch?v=pp3t-Ee1J5k>
- Reforms in the British Empire: WTK-Reflection, Close Read Outline, Save the Last Word for Me Discussion, (KOI): Amazing Grace, DBQ Scaffold, Signal Check, Content Quiz, Formative Writing
- Revolution and Change in France: WTK-Reflection, Close Read Outline, Save the Last Word for Me Discussion, DBQ Scaffold, Signal Check, Content Quiz, Formative Writing
- Independence in Latin America: WTK-Reflection, Close Read Outline, Save the Last Word for Me Discussion (KOI): Égalité for All (Act V & VI), DBQ Scaffold, , Signal Check, Content Quiz, Formative Writing
- Expansion and War in the United States: WTK-Reflection, Close Read Outline, Save the Last Word for Me Discussion, DBQ Scaffold, Signal Check, Content Quiz, Formative Writing
- Reforms, Revolutions and War DBQ RLH (Sourcing, Close Reading, Contextualization, Corroboration)
- Reforms, Revolutions and War Argumentative Essay: Did Liberalism enable individuals to achieve a more meaningful and rewarding life? (British Reforms, Document-based)
- Journal Reflection—What was learned and What Questions Remain?
- Chapter 9 Objective Exam

Chapter 10: Nationalism in Europe (1800-1920)

DCSD Standard Met: The student will analyze the interactions among individuals, groups, and institutions and their impact on society.

Iowa Core Standard Met: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

National World History Content Standard Met: The student understands how modern nationalism affected European politics and society.

Desired Learning—Enduring Understanding—Students will understand...

- The descriptors that define nationalism
- The key events of unification movements in the 19th century
- The difference between positive and negative effects of 19th century nationalistic activity
- The importance of sourcing, close reading, contextualizing and corroborating when analyzing historical sources

Essential Question: Did the development of nationalism have a positive or negative effect upon the world in the 19th century?

Chapter 10 Focus: Discuss both the positive and negative effects of 19th century nationalistic activity

Evidence of Understanding

- Informal observations of individual and collaborative work
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Reading Informational Text checks to determine student understanding of Reading Like a Historian Strategies (Sourcing, Close Reading, Contextualization, Corroboration)
- Content Knowledge quizzes
- Content Knowledge Summative Exam
- Document Based Summative Exam using Reading Like a Historian Strategies

✓ **Activities & Instruction**

- Chapter 10 Anticipation Guide---Nationalist Descriptors
- Italian Unification: WTK, QAR, Think-Pair-Share/Phase Buddies Discussion, DBQ Scaffold, Signal Check, Content Quiz (Canvas)
- German Unification: WTK, QAR, Think-Pair-Share/Phase Buddies Discussion, DBQ Scaffold, Signal Check, Formative Quiz (Canvas)
- Austria-Hungary and the Ottoman Empire: WTK, QAR, Think-Pair-Share/Phase Buddies Discussion, DBQ Scaffold, Signal Check, Content Quiz (Canvas)
- Unrest in Russia: WTK, QAR, Think-Pair-Share/Phase Buddies Discussion, Signal Video Analysis (KOI): Nicholas & Alexandra, DBQ Scaffold, Check, Content Quiz (Canvas)
- Nationalism in Europe DBQ RLH (Sourcing, Close Reading, Contextualization, Corroboration)
- Chapter 10 Objective Exam
- Journal Reflection—What was learned and What Questions Remain?

Chapter 11: Age of Imperialism (1800-1920)

DCSD Standard Met: The student will evaluate the impact of globalization and interdependence.

Iowa Core Standard Met: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

National World History Content Standard Met: The student understands the causes of imperial expansion. The student understands transformations in the era of the “new imperialism.” The student understands the varying responses to world economic developments and European imperialism.

Desired Learning—Enduring Understanding—Students will understand...

- The definition of imperialism as when one nation dominates another politically, socially, culturally and economically
- The acts of 19th century western imperialism
- The positive or negative value of imperialistic activity
- The importance of sourcing, close reading, contextualizing and corroborating when analyzing historical sources
- How to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
- How to make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Essential Question: *Did European Imperialism have more positive or negative impact upon non-European lands and people?*

Chapter 11 Focus: *Weigh the positive and/or negative value of imperialistic activity*

Evidence of Understanding

- Informal observations of individual and collaborative work
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Reading Informational Text checks to determine student understanding of Reading Like a Historian Strategies (Sourcing, Close Reading, Contextualization, Corroboration)
- Content Knowledge quizzes
- Document Based Summative Exam using Reading Like a Historian Strategies
- Student Presentations on their views of 19th century Imperialism
- Content Knowledge Summative Exam

✓ Activities & Instruction

- Chapter 11 Anticipation Guide---Imperialism Crash Course
- Present Models of Imperialism Presentations, Use Rubric to Score
- The British in India: WTK, KWL & QFT Notes, Jigsaw/Go-Go-Mo Discussion, DBQ Scaffolding, Signal Check, Content Quiz (Canvas)
- East Asia and the West: WTK, KWL & QFT Notes, Jigsaw/Go-Go-Mo Discussion, Boxer Rebellion, DBQ Scaffolding, Signal Check, Content Quiz (Canvas)
- Philosophical Chairs—Did Western Imperialists have good intentions? Sources: Cecil Rhodes, “Confessions of Faith”, A Defense of French Imperialism, Images of Imperialism in Great Britain—Human Record, V.2
- The Scramble for Africa: WTK, KWL & QFT Notes, Jigsaw/Go-Go-Mo Discussion, (KOI): Zulu (Victory), Things Fall Apart—Chapter 3, 7, 20 & 21 (Canvas Quiz), DBQ Scaffolding, Signal Check, Content Quiz (Canvas)
- Imperialism in Latin America: WTK, KWL & QFT Notes, Jigsaw/Go-Go-Mo Discussion, DBQ Scaffolding, Signal Check, Content Quiz (Canvas)
- Age of Imperialism DBQ RLH (Sourcing, Close Reading, Contextualization, Corroboration)
- Age of Imperialism: Oral Presentation
- Journal Reflection—What was learned and What Questions Remain?
- Chapter 11 Objective Exam

Chapter 12: World War I (1914-1918)

DCSD Standard Met: The student will evaluate the impact of globalization and interdependence.

Iowa Core Standard Met: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

National World History Content Standard Met: The student understands the global scope, outcome, and human costs of the war.

Desired Learning—Enduring Understanding—Students will understand...

- The underlying and immediate causes to World War I
- The realities of modern warfare
- The provisions of the peace settlement crafted following the conclusion of World War I
- The importance of sourcing, close reading, contextualizing and corroborating when analyzing historical sources
- That an individual's perspective differs dependent on their context

Essential Question: Did World War I dramatically impact the lives of ordinary people?

Chapter 12 Focus: Discuss the impact and consequences of World War I

Evidence of Understanding

- Informal observations of individual and collaborative work
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Reading Informational Text checks to determine student understanding of Reading Like a Historian Strategies (Sourcing, Close Reading, Contextualization, Corroboration)
- Content Knowledge quizzes
- Document Based Summative Exam using Reading Like a Historian Strategies
- R.A.F.T.—Writing from the perspective one holds on a particular event in context
- Content Knowledge Summative Exam

✓ Activities & Instruction

- Chapter 12 Anticipation Guide
- The Great War Begins: WTK, Outline, The Great War and the Shaping of the 20th Century—Approaching Storm (Feminism, Socialism), DBQ Scaffolding, Save the Last Word for Me/Roundtable Discussion, Signal Quiz, Content Quiz, Formative RAFT—Wickham Steed
- A New Kind of War: WTK, Outline, Jackdaws—World War I: War in the Trenches, All Quiet on the Western Front—Chapter 4, Video Analysis KOI: Gallipoli, The Great War and the Shaping of the 20th Century—Total War and Genocide (Propaganda, Genocide), DBQ Scaffolding, Save the Last Word for Me/Roundtable Discussion, Signal Quiz/Content Quiz, Formative R.A.F.T.: Letter home from the Trenches
- Revolution in Russia: WTK, Outline, KOI: Nicholas & Alexandra (Scene 21—Hero's Welcome to Conclusion), DBQ Scaffolding, Save the Last Word for Me/Roundtable Discussion, Signal Quiz, Content Quiz
- The War Ends: WTK, Outline, The Great War and the Shaping of the 20th Century—Hatred & Hunger (Victors & Revenge), DBQ Scaffolding, Save the Last Word for Me/Roundtable Discussion, Signal Quiz, Content Quiz
- The World at War DBQ RLH (Sourcing, Close Reading, Contextualization, Corroboration)
- The World at War RAFT: Alexander Kerensky
- Chapter 12 Objective Exam
- Journal Reflection—What was learned and What Questions Remain?

Chapter 13: The Interwar Years (1919-1939)

DCSD Standard: The student will explain how people create and change structures of power, authority, and government.

Iowa Core Standard Met: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Iowa Core Standard Met: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

National World History Content Standard Met: Understand how the governments impacted by World War I responded to the economic and political challenges of the postwar decade

Desired Learning—Enduring Understanding—Students will understand...

- The proposed stabilizing measures taken by lands effected by the Great War
- The effectiveness of postwar measures in bringing about stability in lands impacted by the Great War
- The importance of sourcing, close reading, contextualizing and corroborating when analyzing historical sources

Historical Question: Were those leaders whose lands were impacted by the Great War able to successfully stabilize their lands in the postwar era?

Chapter 13 Focus: Assess Government effectiveness in addressing post-war problems

Evidence of Understanding

- Informal observations of individual and collaborative work
- Whole group discussion responses—Check for misconceptions and how evidence is used to support thinking
- Reading Informational Text checks to determine student understanding of Reading Like a Historian Strategies (Sourcing, Close Reading, Contextualization, Corroboration)
- Content Knowledge quizzes
- Document Based Summative Exam using Reading Like a Historian Strategies
- Content Knowledge Summative Exam
- Summative Writing—Scored Argumentative Essay

✓ Activities & Instruction

- Chapter 13 Anticipation Guide
- Unrest in Asia and Africa: Words to Know, QAR, Phase Buddies/Think-Pair-Share Discussion, DBQ Scaffolding, Formative Writing, Signal Quiz, Content Quiz
 - Video Analysis (KOI): Gandhi
 - Video Analysis (KOI): China A Century of Revolution—Part I—Nationalists v. Communists & The Long March
- The Great Depression: Words to Know, QAR, Phase Buddies/Think-Pair-Share Discussion DBQ Scaffolding, Formative Writing, Signal Quiz, Content Quiz
- Japanese Imperialism: Words to Know, QAR, Phase Buddies/Think-Pair-Share Discussion DBQ Scaffolding, Formative Writing, Signal Quiz, Content Quiz
- Dictators in Europe: Words to Know, QAR, Phase Buddies/Think-Pair-Share Discussion DBQ Scaffolding, Formative Writing, Signal Quiz, Content Quiz
 - Video Analysis (KOI): Harvest of Despair
- The Interwar Years DBQ RLH (Sourcing, Close Reading, Contextualization, Corroboration)
- The Interwar Years Argumentative Essay: Did German leaders respond effectively to economic and political challenges of the postwar decade? (Document-based)
- Chapter 13 Objective Exam
- Journal Reflection—What was learned and What Questions Remain?